

R D SCHRODER MIDDLE

7224 Hwy 162

Hollywood, South Carolina 29449

GRADES 7-8 Middle School

ENROLLMENT 303 Students

PRINCIPAL Patricia S. Cooper, Ed.D. 843-889-2391

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	15	13

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

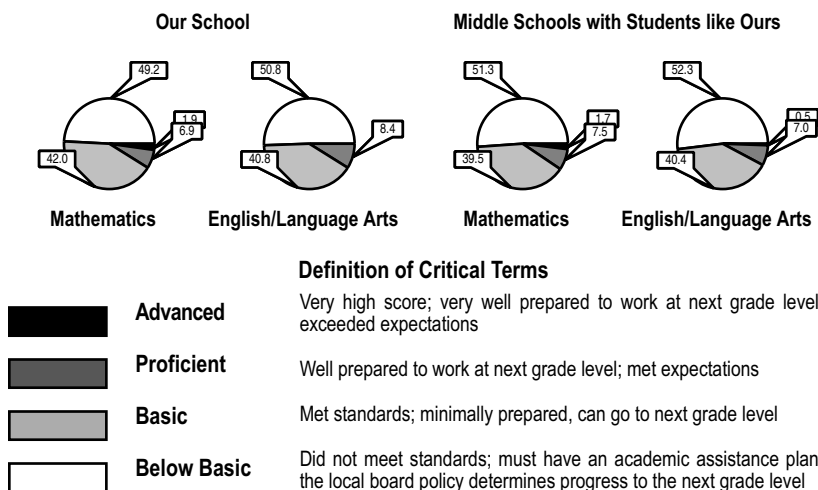
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	171	46
Percent satisfied with learning environment	90.5%	80.6%	73.9%
Percent satisfied with social and physical environment	90.5%	81.0%	73.3%
Percent satisfied with home-school relations	55.0%	84.4%	71.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	300	100.0	50.8	40.8	8.4	N/A	8.4	17.6
Gender								
Male	166	100.0	58.4	35.8	5.8	N/A	5.8	17.6
Female	134	100.0	42.4	46.4	11.2	N/A	11.2	17.6
Racial/Ethnic Group								
White	14	100.0	10.0	70.0	20.0	N/A	20.0	17.6
African-American	283	100.0	52.2	40.2	7.6	N/A	7.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	245	100.0	45.3	44.8	9.9	N/A	9.9	17.6
Disabled	55	100.0	82.1	17.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	300	100.0	50.8	40.8	8.4	N/A	8.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	300	100.0	50.8	40.8	8.4	N/A	8.4	17.6
Socio-Economic Status								
Subsidized meals	279	100.0	52.1	39.9	8.0	N/A	8.0	17.6
Full-pay meals	19	100.0	37.5	50.0	12.5	N/A	12.5	17.6

Mathematics								
All students	300	100.0	49.2	42.0	6.9	1.9	8.8	15.5
Gender								
Male	166	100.0	52.6	42.3	3.6	1.5	5.1	15.5
Female	134	100.0	45.6	41.6	10.4	2.4	12.8	15.5
Racial/Ethnic Group								
White	14	100.0	30.0	60.0	10.0	N/A	10.0	15.5
African-American	283	100.0	49.8	41.4	6.8	2.0	8.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	245	100.0	44.8	45.3	7.6	2.2	9.9	15.5
Disabled	55	100.0	74.4	23.1	2.6	N/A	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	300	100.0	49.2	42.0	6.9	1.9	8.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	300	100.0	49.2	42.0	6.9	1.9	8.8	15.5
Socio-Economic Status								
Subsidized meals	279	100.0	50.8	39.9	7.1	2.1	9.2	15.5
Full-pay meals	19	100.0	33.3	62.5	4.2	N/A	4.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	12	N/A	33.3	58.3	8.3	N/A	8.3
	Grade 7	148	N/A	47.8	44.9	7.2	N/A	7.2
	Grade 8	123	N/A	38.3	49.6	12.2	N/A	12.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	137	100.0	51.8	44.7	3.5	N/A	3.5
	Grade 8	163	100.0	50.0	37.8	12.2	N/A	12.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	12	N/A	66.7	33.3	N/A	N/A	N/A
	Grade 7	148	N/A	58.0	31.2	8.0	2.9	10.9
	Grade 8	123	N/A	47.4	47.4	5.2	N/A	5.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	137	100.0	44.7	43.9	9.6	1.8	11.4
	Grade 8	163	100.0	52.7	40.5	4.7	2.0	6.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 303)				
Students enrolled in high school credit courses (grades 7 & 8)	15.1%	Up from 6.0%	7.4%	14.4%
Retention rate	N/A	N/A	3.6%	2.3%
Attendance rate	94.2%	Down from 95.8%	94.6%	95.2%
Eligible for gifted and talented	5.3%	Up from 4.1%	5.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.4%	Up from 17.5%	16.2%	14.1%
Older than usual for grade	43.9%	Up from 15.1%	10.0%	4.9%
Suspended or expelled	1.0%	Up from 0.0%	1.4%	1.3%
Annual dropout rate	0.7%	Up from 0.0%	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	27.3%	Down from 50.0%	42.9%	47.1%
Continuing contract teachers	45.5%	Down from 55.0%	70.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	64.1%	Up from 58.2%	73.9%	84.3%
Teacher attendance rate	95.7%	Down from 96.3%	94.8%	95.0%
Average teacher salary	\$37,078	Down 5.4%	\$38,567	\$39,924
Prof. development days/teacher	10.1 days	Down from 11.4 days	11.6 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	20.9 to 1	Down from 32.7 to 1	17.4 to 1	21.0 to 1
Prime instructional time	89.1%	Down from 91.5%	86.8%	88.9%
Dollars spent per pupil*	\$7,454	Up 49.4%	\$7,454	\$5,854
Percent spent on teacher salaries*	53.7%	Down from 60.1%	58.8%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.9%	94.8%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

R. D. Schroder Middle School is a Title I school that currently has 303 students enrolled in 7-8 grades. We have a teaching staff of 21. Forty-three percent hold advanced degrees and spend a combined 191 days in various staff development (i.e., Four Blocks Training, Brain Research, Middle School Conference, True Colors). This is a "snapshot" of the activities of our school and the direction in which we are bound.

R. D. Schroder embraces the challenge of developing an academic program that is both research-based and data-driven within a caring and nurturing environment. The success of our school program is embedded in the combined efforts of parents, teachers, students and the community members through academic conferences, time on task, and the utilization of best practices. In addition to academic rigor, our school family honors the research that identifies a strong Arts program as an important component of high-achieving schools. Therefore, fine arts have been a part of our students' instructional program.

The programs and activities that are in place are to help students achieve their highest academic potential as they evolve into lifelong learners. The Cunningham Four Block Reading model is an example of one such program. It provides a ninety-minute period that includes a self-selected novel for daily silent reading, and spelling with a writing component.

Computer assisted instruction is used to enrich and support our students academically. The Plato and Excel in Math labs allow students to practice and master identified skills. These computer labs are used during the instructional day, within the Saturday School program, and during After-school tutorials. Students also enjoy the experience of having hands-on activities while working in the science labs using Foss and other kits.

EIA grants have been received for teacher instructional support and for a homework center to provide assistance to struggling students. Our students have participated in several competitive contests such as National History Day at the College of Charleston, the Lt. Governor's Writing Contest, and the Post and Courier's Math and Science contest. These activities and programs are essential to the success of the students at R. D. Schroder Middle School.

Patricia S. Cooper, Ed.D.
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.